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BULLETIN TO THE SCHOOLS

THE UNIVERSITY OF THE STATE OF NEW YORK

Cover Picture by John J. Vrooman

THE UNIVERSITY OF THE STATE OF NEW YORK
BULLETIN TO THE SCHOOLS

Issued monthly during the school year by the State Education Department

CHARLES F. PROBES, *Editor*

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Bulletin to the Schools

VOLUME 31 DECEMBER 1944 NUMBER 4

COMMISSIONER SETS GOALS FOR YOUTH

In peace, as in war, youth constitute the main strength of the Nation and determine the hope of world progress, said Commissioner of Education George D. Stoddard in a two-way trans-Atlantic broadcast on November 12th. Commissioner Stoddard spoke to London over Station WHCU in Ithaca on a program sponsored by the conference of the New York State Community Service Council of young adults. His subject was "Young Adults Are Getting Ready."

Just as in war youth carry the fight to the enemy by service in the armed forces and on the production front, so in peace, the Commissioner declared, "all these millions, together with new battalions coming up through high school, will unite their energy, potentiality and idealism."

"If they go wrong, the country goes wrong," he continued, "and perhaps the world too. If they go right, then the country as a whole will be healthy, progressive and imbued with nobility of purpose."

To go right, Doctor Stoddard pointed out, youth must take account of its particular strengths and efficiency. These are basically individual matters, he explained, but since character is not a growth in a vacuum, the economic and civic framework must encourage good services and opportunities in order to achieve good standards for the country as a whole.

Each young adult must maintain his interest in education beyond formal schooling, said Doctor Stoddard. He will further be asked to join with others in maintaining the structure of a durable peace. He concluded:

What the country surely needs is a vigorous youth population carrying forth its education, entering into the affairs of community and national life, and maintaining its ideals at all costs, even in the midst of a frightful war.

Let this be the measure of American youth: that they strive to be at one with themselves and with their neighbors in the same town or across the sea. With strength, order and achievement along these lines, we may have, at all ages, citizens friendly to youth and forever aware of their immeasurable power for good.

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BILL OF RIGHTS WEEK

Bill of Rights Week will be observed in the public schools of New York State during the week of February 18–24, 1945. The designation of this week was made by the Board of Regents at its meeting on November 17th in New York City.

This action fulfils the statutory mandate requiring the Board of Regents to designate a week for exercises in the public schools suitable for instilling into the minds of pupils the purpose, meaning and importance of the Bill of Rights articles in the federal and state constitutions. It has been the practice of the Board of Regents to designate the week between the birthday anniversaries of Abraham Lincoln and George Washington as the most appropriate time for this observance.

PUBLIC SCHOOL ENROLMENTS INCREASE

The low point in the number of pupils enrolled has passed for many localities, a survey of current public school enrolments just completed by the Bureau of Statistical Services shows. Only in the large cities is there still a notable decline in the number of pupils enrolled and this decrease is slowing up. Even before the war large cities were losing pupils, partly because of a lower birth rate in the early thirties and partly because of the removal of families to suburban areas.

The estimated initial enrolment in all public schools of the State as of September 30, 1944, is 1,820,336, a decrease over the initial enrolment of 1943 of 41,781 pupils. This loss is less than one-half as large as in the year previous, when the loss was approximately 90,000 pupils.

In this gain the Go to School drive for the return of secondary pupils is known to have had a significant effect. The figures reported to the Bureau of Statistical Services do not separate elementary and secondary school enrolment.

New York City had 33,825 fewer children in public school September 30th than last year at the same time. Last year, however, the loss was 75,000 pupils from the enrolment of the previous year. Buffalo, Syracuse, Rochester and Niagara Falls also show a loss over the previous year. Cities showing an increase in the number of pupils enrolled are: Albany, Auburn, Binghamton, Cortland, Fulton, Glen Cove, Gloversville, Ithaca, Johnstown, Kingston, Lackawanna, Lockport, Long Beach, Middletown, Newburgh, Ogdensburg, Oneonta, Oswego, Plattsburg, Port Jervis, Poughkeepsie, Rensselaer, Rome, Saratoga Springs, Troy, Watertown and White Plains.

Of the 97 villages under superintendents of schools, 49 reported increased enrolments, 46 decreased enrolments and two did not report. The net results of the gains and losses for these villages amounted to a slight decrease of 569 pupils. It is noticeable that villages in war production areas gained most.

Comparable data from a sampling of union free and central rural schools show that enrolments in both of these groups of public schools are higher at the present time than they were one year ago.

REGENTS HONORED

The honorary degree of doctor of laws was conferred by Alfred University upon Regent W. Kingsland Macy of Islip at the founder's day ceremony on November 9th. Regent Macy was the principal speaker at the exercises commemorating the 109th year of the founding of the university. His subject was "Our Constitutional Heritage."

Regent John P. Myers of Plattsburg gave the principal address at the commencement exercises of Clarkson College of Technology at Potsdam on October 15th. Dr John A. Ross jr, president of the college, conferred upon Regent Myers the honorary degree of doctor of science.

INTERNATIONAL COMMITTEE

The American Council on Education, acting in conjunction with the Canada and Newfoundland Education Association, the Canadian Teachers' Federation and the National Conference of Canadian Universities, announces the establishment of a joint Canada-United States Committee on Education. The committee seeks to provide opportunity for consultation among educational leaders and associations of the two countries and to aid in developing educational programs for strengthening the respect and understanding which citizens of each country now have for the other.

Pupil of Seward Park High School, New York City, Cultivating on Ulster County Farm

PUPILS AID FOOD PRODUCTION

Boys and girls of New York State contributed in a large measure to the attainment of the food production goals during the 1944 season. Although no accurate figure can be given in terms of bushels or tons of produce handled, praise for their help has been expressed by individual farmers, leaders of farm organizations and by state and national officials. To get a measure of this service numbers of persons serving and periods of service rendered will have to suffice.

The largest group of boys and girls working on farms were the farm and country town youth. Because they are habituated to country ways and country living and had some previous experience in farm work, their efforts were most effective. During the spring term of 1944, there were 14,778 pupils excused from school for a total of 91,238 man days for spring planting work. Throughout the summer, approximately 40,000 boys and girls worked at general farm work and harvesting and, after schools reopened in the fall, 25,000 were excused from schools to continue to assist with harvesting work.

City boys and girls also gave important service. Beginning as early as May 25th and continuing throughout the spring, short-time orientation training

courses for city boys were conducted at 24 upstate high schools and at the state agricultural and technical institutes. At these centers 900 boys received preliminary training just prior to placement on farms for the summer season. In addition to those 900, some 550 more received some special help at the farm annex of the Newtown High School in New York City and at the school farm of the Mount Loretto Mission School on Staten Island.

Others were placed directly on farms at the close of school in June. Altogether some 1800 city youth worked on dairy and general farms. These youth came from New York City, cities of Westchester county and Long Island and the larger cities upstate. Twenty city school teachers served as supervisors of these youth on farms. Of course, not all these boys made good. Some were unsatisfactory in personal habits, some were lazy and inept at learning farm ways, some were homesick. About 70 per cent of those placed, however, were rated by farmers as good or excellent. These boys worked from two months to four months throughout the summer and into the fall through silo filling and potato digging farm work periods. The number of man days of work put in by these boys was not far from 75,000.

City girls and boys throughout the summer also served as members of camp groups located in intensive crop areas for picking strawberries and other small fruit, beans and other truck crops and peaches and apples. Twenty-four such camps were operated at which some 2000 boys and girls and city office workers and vacationists served from two weeks to as long a time as they could spare — in some cases as much as three months.

Most of these camps were operated and managed by the extension services of the county in which the camps were located.

New York City Boys Pitching Hay

In some cases schools and other youth-serving organizations assumed the supervision and furnished the corps of workers. Chief among these were: (1) the Brooklyn College project, where 140 boys and girls and nine faculty members, spent from June 26th to September 1st in Madison county picking beans, using the buildings of the State Agricultural and Technical Institute at Morrisville, where in addition to bean picking they did limited and specialized work for summer school college credit; (2) the Girl Scouts project at Wallkill, where four Girl Scout leaders and a group of 100 girls spent the summer on fruit and truck crop harvesting in the region in Ulster county; (3) the Buffalo Boys Club project at Angola, where 150 boys from Buffalo with their leaders harvested fruit and truck crops in Erie county; (4) the Monroe County Boy Scouts, where a group of 70 boys worked at fruit and truck farming in Monroe county; (5) the Volunteer Land Corps, where a group of 70 girls served at Goshen in Orange county in onion harvesting and (6) the project of the Fieldston School of New York City, at Highland in Ulster county, where a group of 30 boys and girls harvested fruit.

Other camp groups managed by extension services were at Newburgh, Marlboro, Suffern, Tivoli, Clermont, Germantown, Schuylerville, Norwich, Oneonta, Penn Yan, Lakemont, Silver Creek, Westfield and Port Kent.

For harvesting of truck crops in those areas near upstate cities, groups of city boys and girls were transported daily from their homes to the near-by farms. Schenectady, Rochester and Buffalo were the principal cities where this was conducted on an organized basis with supervisors provided. Approximately 10,000 boys and girls served in these day-haul groups.

The farm work program for youth workers was carried out as a cooperative project with the State Extension Service, the State Farm Manpower Service, the State Education Department and the United States Employment Service having important parts. W. J. Weaver, supervisor in the Bureau of Agricultural Education is the State Education Department representative on the State Farm Labor Executive Committee.

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SALVAGE STILL NEEDED

School children are urged by Dr John W. Studebaker, United States Commissioner of Education, to redouble their efforts to collect salvage materials since in recent months collections have fallen off and the need for paper, tin and rags is undiminished.

To give new strength and vigor to the school waste-paper collection program and to encourage more schools to participate in it, the War Production Board has set up the Paper Trooper Program which permits school children to become junior members of the war production machinery. It involves the use of incentive materials, such as cloth shoulder insignia, chevrons for the recognition of those making specific quotas, certificates of merit for schools and individuals — all of which are provided free.

The need for tin in war production is said to be as critical as the need for paper. The War Production Board reports that collections have rarely passed 50 per cent of the monthly quota of 40,000 tons. Where collections are made by city agencies, pupils may help by distributing circulars and informing residents of days designated for collection of tin cans.

The War Production Board does not ask pupils to collect rags but does ask them to assist the rag campaign by stimulating their parents to save and turn in rags direct to dealers or to official salvage depots.

Research

STUDY SHOWS NEED FOR SCHOOL CHANGES

Pupils who leave school prior to graduation are generally out of step with the school's standards and are handicapped by social and economic conditions beyond their control. This is one of the conclusions of an interim report entitled A Five-Year Study of the Adjustment of Rural Schools to the Needs of Youth, recently published by the Department. The report was prepared by Dr J. Cayce Morrison, Assistant Commissioner for Research, and Dr Wayne W. Soper, Chief, Bureau of Statistical Services, for the committee appointed in 1941 by the Regents to study the problem. Data were furnished by district superintendents and their cooperating schools.

The bulletin is divided into three sections. The first gives characteristic data on 29,001 pupils who were in the eighth grade of rural schools in the fall of 1940. Section 2 presents facts on the extent of leaving and transfer of this group two years later, showing that 17 per cent of the original group had left school and 22 per cent had transferred to other schools. Section 3 gives data which show the characteristics of those pupils who left school prior to October 1, 1942 — reasons for leaving, success in school before leaving, occupational background of the home, type of employment after leaving and the like.

This study presents considerable evidence to show that pupils who leave school prior to graduation are generally older than the normal group of pupils, usually have a lower average achievement record in school subjects and come from homes of a lower economic level. A considerable number come from foreign-language-speaking homes; many carry obligations in addition to their schoolwork and some have physical handicaps limiting their effectiveness in school. Naturally many of them are unhappy in their schoolwork and welcome the opportunity to leave school.

While there are implications that the schools must make adjustments to meet the needs of this group of pupils, there are indications from the data that the schools are not entirely remiss in their obligations. In a third of the cases of those leaving, a school representative visited the home to confer with the parents. Fully one-fourth of those leaving were assisted in some way by the school, such as advice on employment or on vocational education obtainable elsewhere and medical or financial assistance to the handicapped.

The committee has formulated plans to continue the follow-up of all of those pupils who left school between May 1, 1941, and October 1, 1944.

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STUDY INDORSED

The postwar planning study proposed by the Office of Research of the State Education Department has been indorsed by the Council of School Superintendents and by the New York State School Boards Association. The study is outlined in a publication entitled Problems Confronting Boards of Education — A Manual for Community Participation in Educational Planning.

The resolution adopted by the Council of School Superintendents indorses the procedure outlined in this manual and urges each of its members to cooperate in this study. The resolution adopted by the New York State School Boards Association approves the program and recommends that in so far as possible it be followed by member boards in their postwar educational planning.

REPORT ON YOUTH IN WARTIME

A shift from clerical, sales and service occupations to manual and craft work, presumably war work, as well as to professional and managerial work during their third year out of school is indicated in a study of youth who finished or left school during the year ending June 30, 1940. The study is the second made by the Office of Research of the State Education Department of what happens to youth after leaving secondary school.

The first report, issued in October 1942, summarized data obtained in January 1941 from 7233 high school youth who were in their first year out of school. This second report presents information on 2850 youth in their third year out of school, 1230 of whom reported in 1941. These studies focus attention on the wartime adjustments made by young people and provide basic information relevant to the transition to peacetime conditions.

Two years of wartime conditions had considerable effect upon the lives and fortunes of these youth. Unemployment had faded from the picture by 1943. Eleven per cent of the boys and 27 per cent of the girls of the group were married. While two-fifths of the group were in some type of full-time school or college attendance in 1941, only a third of them survived that status by 1943. Part-time attendance, on the other hand, doubled during the two years.

Of those reporting, nearly two-thirds of the young men and a few of the young women were in the armed services in 1943. Residential communities contributed a larger proportion to the services than did industrial or agricultural communities.

The report indicates that the kind of employment of these youth underwent an upheaval. While boys shifted from clerical and service occupations to manual, professional and managerial work, girls took over the vacated clerical jobs, but also went into war production work. Wages doubled for this group between 1941 and 1943.

The report indicates that about one-fifth of the total group desires to enter the professional vocations after the war, one-tenth the semiprofessional and managerial, another tenth the clerical and sales and one-twelfth the manual and craft vocational fields. Forty per cent of the group made no commitment on vocational aspiration. It is also to be noted that one-third of the group plans to continue their education after the war, the number of boys being double that of girls. The report carries in addition an appraisal of their former schooling by these youth as well as suggestions for changes in the schools.

The responses from the young men in service indicated the following ideas about high school education:

1 They feel that education should be more practical without eliminating its cultural value.

2 In their minds mathematics, science and English should be stressed even more than they are.

3 They want more guidance both in school and when they leave.

4 They believe that social education should be stressed as well as factual knowledge.

RESEARCH PROBLEMS

Three problems growing out of the war were recommended for study by the research committee of the Council of School Superintendents at a meeting on October 20th in Albany. The problems are: (1) the needs of returning veterans; (2) compulsory military training or the postwar education of youth; (3) the relation between health and physical education and the records of rejections for admission to the armed forces.

Gilbert R. Lyon, superintendent of schools at Norwich, is chairman of the committee.

SCHOOLS TOLD OF OCCUPATIONAL TRENDS

With the aim of pointing out the major characteristics of occupational distribution and some of the more prominent trends as an aid to educational planning, the Division of Research has issued a report on Industrial and Occupational Trends in New York State. It is based upon a study by Dr Edmund H. Crane, research associate.

This report extends the study made by Dr Bradford F. Kimball in 1937 (covering data from 1910 to 1930) another ten years, both studies being based upon census data and trends in the number employed by census groupings of industries and occupations.

In a foreword to the bulletin, Dr Warren W. Coxe, Director of the Division, listed the following suggestions for modification of the educational program:

1 Greater opportunity for the training of managers of small retail establishments

2 A wider variety of training opportunities for women

3 Increased provision for training professional and clerical workers in those occupations found in public service

4 New training facilities for those interested in highway and air transportation

5 Increased provision for basic training in mechanical skills and addition of numerous short-term job preparation courses for operatives and kindred workers

6 Greater provision for the training of skilled workers, particularly in the construction industry

7 An expansion of facilities for training in the professions.

Although written from the viewpoint of education and showing the implications for educational planning the report presents data of interest to employers, labor leaders, social workers and others. It gives factual evidence of the recognized need for a wide variety of educational programs and provides a rough measure of the proportion of workers needing specialized education as compared to those needing nonspecialized training in general skills. The bulletin is of special interest and use to school administrators and guidance directors.

UNITED NATIONS EDUCATION KIT

In the belief that education must play an increasing role in forging world understanding, the United States Office of Education has cooperated with the United Nations Information Office in the preparation of a United Nations Education Kit, John W. Studebaker, United States Commissioner of Education, has anannounced.

Teaching materials and visual aids in the kit may be used with high school or college classes as the basis for a unit of study on the United Nations. The kit may also be effectively used with adult clubs and discussion groups.

" The winning of the peace demands a citizenry trained to clarify its ideas on the problems of a rapidly shrinking world," Doctor Studebaker said. " Education for world understanding should begin in our schools."

The United Nations Education Kit may be purchased for $3.50 from the United Nations Information Office, 610 Fifth avenue, New York 20, N. Y. It is estimated that a sufficient number of copies of the pamphlets are included in each kit to make use of the kit practicable for groups of approximately 30 students.

With the Board of Regents

HALL NAMED FOR REGENT MADILL

The new auditorium and industrial building at the New York State Agricultural and Technical Institute at St Lawrence University, Canton, will be named Madill Hall in memory of the late Dr Grant C. Madill, who was a member of the Board of Regents from 1930 until his death on March 26, 1943. The naming of the building in honor of the late Regent was approved by the Board of Regents at its November 17th meeting on recommendation of Van C. Whittemore, director of the Canton institution, and the board of visitors of the school.

In recommending that the new hall be named for Doctor Madill, Mr Whittemore pointed out that the former Regent was greatly interested in the school and that the naming of the building in his honor would meet with the approval of all the people of the North Country, by whom the late Regent was greatly beloved and esteemed.

REGENTS NAME MEMBERS OF STATE BOARDS

Reappointments of three members of the State Examinations Board were made by the Board of Regents at its November meeting in New York City. The three members reappointed, each for a term of five years beginning January 1, 1945, are: Frank S. Hackett, headmaster, Riverdale Country School; John E. Wade, superintendent of schools, New York City; Ben D. Wood, Columbia University.

The Regents also made the following reappointments:

Board of Visitors, State College for Teachers, Albany: Mrs Mary Sloan Cameron, Albany

Board of Visitors, State College for Teachers, Buffalo: Edward H. Butler, Buffalo

Board of Visitors, State Teachers College, Fredonia: Samuel F. Nixon, Westfield

Board of Visitors, State Teachers College, Potsdam: Warren O. Daniels, Parishville

Medical Committee on Grievances, Dr Ralph Irving Lloyd, Brooklyn

The Regents appointed Dr Arthur C. Parker a member of the State Museum Council. Doctor Parker is director of the Rochester Museum of Arts and Sciences and was formerly state archeologist in the New York State Museum.

Additional members of a Department committee which was appointed in July to advise the Department in setting up ventilation standards for school buildings were named by the Board and the duties of the committee were extended to cover other school building problems, including illumination and new materials of construction. The new members appointed are: LeGrand H. Hardy, ophthalmologist, New York City; Winifred Hathaway, assistant director of the National Society for the Prevention of Blindness, New York City, and William F. Little, research engineer, New York City.

A provisional charter was granted to the Zeta Psi Education Foundation of New York City.

The Halsted School in Yonkers and the William W. Niles Junior High School in New York City were admitted to the University.

Millinery Class at Central High School of Needle Trades

FASHION INSTITUTE PLANNED IN NEW YORK

The addition of a training program of technical institute grade is the latest development at the Central High School of Needle Trades in New York City, which has had a phenomenal growth in the past 18 years. This program is aimed to provide training for positions as junior executives, designers and stylists in the apparel industry.

Only persons of great vision could have foreseen the progress that this school would make when it was organized 18 years ago. It had its beginning with a few classes held in a third-floor loft building in the heart of the garment district. Today the Central High School of Needle Trades is housed in a skyscraper building — modern in structure and equipment — modern in its thoroughly scientific interpretation of vocational education.

The training program of technical institute grade was added this September to meet a need that has been evident in the apparel industry for a number of years. This need has been accentuated during the war with the stoppage of some of the major sources of creative inspirations and style activity. There have been no technical, engineering, collegiate or professional schools organized to meet the specific needs of the apparel industry. The training for the positions of junior executives and designers and stylists has been haphazard and unscientific. In contrast to other industries of comparable growth and size, the apparel trades have been slow in organizing a planned scientific approach to their problems. The field of research has been left to spasmodic experiments by organizations or indi-

viduals hampered by the lack of controlled laboratory facilities.

Realizing this need, the industry has organized The Educational Foundation for the Apparel Industry, to which $100,000 a year has been pledged for five years. In cooperation with the board of education of New York City, it is planning the organization of the Fashion Institute of Technology and Design. The board of education will supply the instructional facilities and a nucleus of the teaching staff. From the foundation fund, experts from industry will be employed as teachers or lecturers. The foundation funds also provide for 100 scholarships of $400 a year to properly qualified and selected high school graduates who wish to enter the industry on a technical or semiprofessional level.

Two main majors are to be offered in the apparel field: one in the field of art, preparing for a position as assistant designer, stylist and fashion illustrator; the other in the field of science, preparing for the position of assistant production manager and junior executive. Each field, however, is not exclusive of the other, for it is realized that a designer must understand the production problems and the production manager should understand design. Therefore, minors will be provided in the basic principles of the alternate field for each major. Applied textiles and textile testing are important related technical subjects to persons majoring in the apparel field. The curriculum is flexible and it is possible that some of the students may select textile testing as a major, just as the 40 girls who were placed in the field this past year did in the high school course.

The school realizes that personal, social and civic competency is as important as vocational skill in becoming a valued member in the organization. Courses in personality development, report technics, industrial psychology, labor problems, world civilization, literature and health education are included to give a well-balanced program to the young men and women. Special opportunities for de-

Class in Costume Design at Central High School of Needle Trades

veloping initiative, sense of responsibility and good judgment will be given through a planned unit called "School Service."

The institute will maintain a curriculum laboratory for constant study of factors making for curriculum change.

Instruction outside of the school building will be as important as within it. An integrated program is being planned with the Metropolitan Museum of Art for sources of inspiration as well as information. Visits to plants and workshops are planned. Work experience on a cooperative or part-time basis will be provided.

Although a beginning has been made, Mortimer C. Ritter, the director, does not expect to have the program in complete operation until February 1945. In addition to the full two-year terminal courses the institute will offer special courses for the nonmatriculated student, maintaining the flexibility which is essential in the operation of an effective vocational program keyed to the needs of industry.

STATE SCHOOL COOPERATES WITH INDUSTRY

Cooperation of education with industry is the key to success in vocational education, officials of the State Vocational Training School at Schenectady believe as a result of their experience in establishing courses providing supplementary training for persons now employed in the manufacture of necessary war materials. Through their efforts to close the gap between education and industry, the school has had the benefit of expert advice in organizing courses, has procured excellent teachers and has enrolled trainees to the limit of the school's capacity.

The school, which is operated under state control, was primarily established for training in machine shop, welding and electricity to meet the needs of two large industries, namely, the American Locomotive Company and the General Electric Company. In spite of the handicaps of priorities, two well-equipped laboratories for electric motor control and electronics were also organized in addition to the machine shop and welding shop.

The methods employed in the organization of courses and the procurement of a teaching staff and group of trainees have been somewhat of a departure from former school procedures. The General Electric Company had manifested its interest by generously devoting the time of its engineering staff for constructive criticism of state monographs that had been written on the subjects of motor control and electronics. Visits by school officials to the engineers in the industrial control division of the company aroused interest on the part of the company toward supplementary training in the subject of electronic motor control. An invitation to a conference between the company engineers and the school officials subsequently led to an influx of trainees at the school to tax its capacity.

The keynote of every conference that was held with these engineers from industry was that they were left entirely free to establish the course content. It was the men of industry who wrote into the courses those things which they wanted the men of their own industry to know about their own work.

The chief design engineers of the company were then asked to select men from their own company to do the actual instruction in the courses.

Short attractive brochures stating the course content, time of meeting and other pertinent facts were then distributed in the plant.

The success of the courses in electric motor control led to the subsequent establishment of four courses in electronics. Four design engineers of the company have carried on courses at four different levels, and these courses have been operated successfully throughout the past year.

The length of each course is established by the company instructor chosen to give the course and may vary from five to as many as 40 sessions. The policy of making the course a lecture or laboratory course or both is left entirely to the instructor. It is assumed by the school that, since the instructor is acquainted with the needs of the men under him at the industry, he will know whether the need is for theory or practice or both. Frequently special laboratory equipment was constructed or assembled by the school staff in accordance with specifications prepared by the instructors from industry. For each laboratory session a regular member of the school staff acted as assistant instructor.

Probably the keenest interest has centered around the five different courses in electronics. Fortunately for the school, five of the chief design engineers of the General Electric Company decided it was worth while to give the subject much thought and effort. Many conferences were held between school officials and company engineers. Definite course content was established and mimeographed copies were prepared for all work to be covered in the classroom and also " job sheets " for all the laboratory experiments.

As a specific example of the elementary courses, a course in maintenance of electronic equipment was given three hours twice each week for 12 weeks. This dealt almost entirely with a study of circuit operations and the practical operations of timers for resistance welding. A resistance welder was set up in the shop, and practical manipulation of timing circuits, tubes and relays was accomplished by the trainee in the school shop under the instruction of a shop foreman who had intimate detailed working knowledge of the equipment and its uses.

An advanced course in motor applications was given to a group of 30 men by one of the company engineers. This course dealt with the many new applications of rotating electrical machinery. The classroom work was supplemented by actual practice demonstrations that were performed on full-sized equipment, which was available in the electrical shops.

What has been accomplished by this method of cooperation with industry may be summed up as follows:

1 Expert instructors having a wealth of details of a particular field of engineering and manufacture have been available to the school.

2 Trainees for supplementary work have been attracted to the school because their foreman was the instructor.

3 Daytime school instructors who acted as laboratory assistants have been brought up to date on industrial practices through their close association with the engineers from industry.

4 Up-to-date courses and course material have been made available to the school.

5 Subject matter that may be " good to know " yet not pertinent to the present-day needs of the local industries has been eliminated.

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NEW COURSES

The addition of 329 new courses in more than 100 communities of the State to the War Production Training Program was reported during the month of October. These courses will provide training for more than 5000 additional persons.

The total enrolment of trainees in all courses in the State was reported for the month of September to be 24,407.

HOMEMAKING TEACHERS DRAFT CURRICULUM

Home economics teachers of the State are cooperating in developing revised curriculum materials and teaching methods to provide the most effective instruction for pupils. The state curriculum study, based upon shared experiences of teachers and exchange of ideas, was begun by the Bureau of Home Economics Education four years ago.

During the first year, teachers individually and in city and county groups, concentrated on a study of the needs of pupils. Particular emphasis was placed on changes in the community and family pattern and the role of the pupil in these changing conditions. As groups met to discuss these studies, emphasis was also placed on the similarities and differences occurring in various school districts.

During the second year, teachers tried out various adjustments to meet the needs of pupils. Units of work developed and tried out by teachers were sent to the Bureau. A number of units were sent in by individuals and groups of teachers.

In the summer of 1943, a group of home economics teachers was invited to attend the curriculum workshop at New York University. Working together for a month, these teachers prepared a statement of their beliefs regarding basic needs of boys and girls, youth and adults in family life education. They also indicated ways of meeting these basic needs and the adaptations they expected to make in their own home economics program. In addition each teacher developed a unit of work to be tried out in her school the following year. These units were written with emphasis on the methods to be used and the relationship of the materials and methods to the needs or goals of the pupils. The units which teachers in the State had sent in before were used as resource materials in developing these unit plans.

Workshops for teachers were also held at Syracuse University and Cornell University in the summer of 1943. Units of work were developed by teachers in these workshops.

Early in the school year of 1943–44 the report of all the workshops was sent to all teachers in the State together with a letter from the Bureau explaining the adjustment of the curriculum to the new revision study. Units of work were mailed to all teachers to use. Other units developed by the teachers in the State were available on loan from the Bureau. During the fall, area meetings were held throughout the State at which the program for the year was discussed. Forms to be used for reporting adjustments in the curriculum, reporting a unit of work and reporting the adaptation of a workshop unit were distributed and discussed.

At the end of the school year, the Bureau had received a large number of reports of adjustments in the curriculum, reports of units of work and reports on adaptations of units of work.

During the summer of 1944 workshop groups met at Cornell University, Syracuse University and New York University.

The work of these groups is being compiled and edited and some additional material is being prepared with the help of the teacher educators. Soon the Bureau expects to send to all home economics teachers a Tentative Guide For Teachers of Home Economics. This material will include a statement of the guiding philosophy in the curriculum development, a proposed program of home economics for secondary schools, some selected units of work from workshops and those sent in by teachers together with the reported adaptations of units made by the teachers who developed the units and others who used them.

A meeting of representative teachers, teacher educators and city and state supervisors was held in Albany on October 16th, 17th and 18th. Beulah I. Coon of the United States Office of Education was the conference leader. This

meeting was held to clarify some of the concepts of curriculum development and to discuss the program of work for 1944–45.

The program for 1944–45 contemplates that teachers will broaden their home economics teaching and will make their teaching more realistic in terms of current needs of families.

The Bureau plans to have a working group of invited teachers during the summer of 1945 meet at Paul Smith's College to compile materials for teachers to use in the fall of 1945.

It is the hope of the Bureau that every teacher in the State will participate in this curriculum study. Such participation will insure for the entire group the best thinking of all teachers and the results of varied experimentation. Each teacher in turn will benefit through her participation by making a careful analysis of her own program and of the experiences of other teachers.

COUNTY LEADERS MEET

In order to give county leaders of home economics teachers guidance in planning the program in each county for the current year, the Bureau of Home Economics Education held four regional conferences on November 18th. The conferences were held in Albany, Buffalo, New York and Syracuse.

Home economics teachers are organized in county groups throughout the State. Each year a county leader is elected by members of the group. In the past these county leaders have been trained for this responsibility in a one or two-week conference at either Syracuse University or Cornell University. Because of the war this training conference has not been held during the past two years.

In addition to giving help to the leaders for their group work and making them familiar with the state plan of curriculum study, Bureau supervisors discussed possible activities of the homemaking teacher in relation to the program for training veterans. This was done in the belief that there is much that the homemaking teacher can do to give guidance and help with problems relative to the home.

Representatives from the teacher-training institutions and city supervisors met with the county leaders.

HOMEMAKING PLANS

Improvements to the plans for furnishing and equipping the homemaking departments in the public schools of New York State were considered at a conference called by the Bureau of Home Economics Education of the Department in Albany on October 2d. Teacher-training institutions, city supervisors of home economics, teachers in cities, villages, central and union free schools and schools in which cooperating teacher-training students are teaching, as well as equipment and furnishing companies were represented at the meeting. Several committees were formed to study the placement and arrangement of equipment for homemaking departments.

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NEW SUPERVISOR

Naomi Voegle has been appointed assistant school lunch supervisor in the Bureau of Home Economics Education in the State Education Department by the State War Council. Miss Voegle will assist Treva E. Kauffman and Margaret E. Prentice in supervising the school lunch programs in the schools of the State. Nearly 3000 schools are operating school lunch programs this year, and some hundreds of these are receiving federal reimbursement.

Guidance

SCHOOLS PROVIDE SERVICE FOR VETERANS

High schools of New York State are acting promptly on the recent request of Oakley Furney, Assistant Commissioner for Vocational Education, to provide advisory service on educational problems for returning servicemen. Within one week the Bureau of Guidance received notice of appointments of veterans' advisers from four superintendencies and 19 supervisory districts.

The advisory service recommended comprises: (1) evaluation of technical training received in the armed forces; (2) evaluation of possible work completed in the Armed Forces Institute; (3) advice regarding completion of high school work and preparation for continued education and training; (4) help in choosing suitable schools for continued education; (5) vocational advisement and referral to agencies, other than schools, which may serve the veteran.

The Bureau of Guidance advises counselors not to try to interpret to returned servicemen special provisions of the G. I. Bill or other legislation affecting veterans. The Bureau points out that these are highly technical matters that should be referred to the nearest Veterans' Administration representative. The counselor, the Bureau suggests, should keep himself informed of the proper persons to contact in his area.

Problems regarding employment, the Bureau suggests, should be referred to the United States Employment Service district offices. These have expanded their functions to include the establishment of an itinerant placement service. The counselor is expected to know where these offices are and it is suggested that he visit personally the nearest office.

ARMY DISCONTINUES EXPERIENCE CARD

The public schools of New York State have been commended for the hearty cooperation they have given to the United States Army through the use of the Educational Experience Summary card. The card was originally devised by the United States Office of Education and cooperating agencies to supply to induction centers and reception centers data from school records of young men about to be inducted into the Army.

While the card is no longer used by the Army, because of a change in training policies, its value for school use continues. It has been found useful to holders in applying for civilian positions in that it gives timely, pertinent and authentic information about the applicant at the time when he applies for a job.

The State Supervisors of Occupational Information and Guidance, at their sixth annual conference at Traverse City, Mich., in July, indorsed the principle of giving a "school leaving certificate" to pupils on leaving school, "similar in purpose to the Educational Experience Summary card."

SUPERVISORS PLAN COUNSELING AID

Counseling service for returning veterans was discussed by representatives of the Army, Navy, Veterans' Administration, United States Employment Service and the United States Office of Education at the annual conference of city supervisors of vocational guidance held November 13th–17th at the Central High School of Needle Trades in New York City.

Lieutenant Hugh M. Bell of the Army Separation Counseling Services stated that more than 53 per cent of the men being discharged from the Army did not wish to return to their old jobs and explained the procedures used in converting war jobs to peacetime occupations.

The activities of the Navy redistribution centers were described by Commander Ralph Sentman, U. S. N. Retired. Commander Sentman explained that each naval district has a trained civil readjustment officer.

Evelyn Murray of the United States Employment Service discussed a plan of cooperation between the Employment Service and the schools.

Harry Jagar of the United States Office of Education directed attention toward the cooperative program between the United States Employment Service and the public schools.

Visits were made by two counselors to Camp Dix, New Jersey, where veterans were being discharged from the service. A random sampling of over 1000 veterans showed that 46 per cent of them wanted to return to their former jobs; 35 per cent had no jobs to which to return; 12 per cent had been referred to the United States Employment Service, and 7 per cent to the Veterans' Administration. Of the veterans being discharged, 97 per cent wanted counseling.

COUNSELORS MEET

The counseling of war veterans and other out-of-school persons was one of the principal topics considered at a conference of county supervisors of guidance and itinerant counselors in cooperative programs, held by the Bureau of Guidance of the State Education Department December 1st and 2d at Syracuse.

Counselors recommended the organization of a guidance program to function with other counseling services where available and to include war workers and other adults as well as veterans. Ways by which the school can supplement the work of the Army separation centers to readjust veterans to civilian life were suggested.

PERSONNEL SERVICE

Anticipating postwar personnel needs of industry and various community groups as well as of its own students, Syracuse University has adopted a plan for establishing a psychological services center. Dr Milton E. Hahn, nationally known co-author of movie scripts on guidance, has been appointed director of the center.

Service to veterans through individual case work will be one of the immediate functions of the center, which will also coordinate all university testing services, including the administration, scoring and interpretation of psychological tests for entering students and secondary school or preparatory school students, for business and industry.

Health and Physical Education

IMPORTANCE OF VISION TESTS STRESSED

Approximately 8 per cent of the pupils tested in New York State schools were found to have defects of vision, reports to the Division of Health and Physical Education of the Department for the school year 1943–44 show.

Because of the importance of vision and hearing to the educational development of school children, the Bureau of Health Service of the Division of Health and Physical Education is desirous of increasing the service in these fields during the present school year.

The reports from schools, exclusive of New York City, Rochester and Buffalo, show that 92.6 per cent of the pupils received a vision test and that 8.1 per cent of these were found to have defects of vision. Seventy-one per cent of those who had a defect of vision received treatment. It was also reported that 9.7 per cent of the school children were wearing glasses.

The reports also show that 67.4 per cent of the pupils received a group audiometer test. Of those who received the test, 4.5 per cent were found to have a loss of 9 or more units. Forty per cent of those found to have a hearing defect on the group test were given a follow-up test with the pitch-range audiometer. Of those for whom treatment was recommended, 81.3 per cent received treatment. Only 870 pupils received instruction in lip reading, and this number represents approximately 8 per cent of those who are expected to be in need of instruction in this skill.

From the preventive standpoint, the importance of testing the vision and hearing of children in the kindergarten and primary grades should be stressed, the Bureau declares. Not only do the majority of defects have their beginning before the tenth year of life but also during this period, treatment of defects will prove most effective.

LIFE SAVED BY SCHOOL FIRST-AID METHODS

First-aid lessons which a high school boy learned two years ago in school are credited with the saving of the life of a ten-year old Rochester girl, according to a report in the Rochester Times Union of October 11th. The boy is Frank Giangiobbe, a senior at Madison High School, Rochester. His prompt action in putting into practice first-aid measures is said to have saved the life of Jean Dousett. The story as reported in the newspaper follows:

Police report that Jean and three little playmates were playing on the porch of her home Monday, when she was accidentally pushed through a large window. The broken glass caused severe lacerations of the right leg, just above the knee, severing the main artery.

Frank, hearing the crashing glass and screams of the children, rushed to the scene and using his handkerchief applied a tourniquet to stop the flow of blood. Both the St Mary's and General Hospital ambulances were out on calls and during the 20 minutes necessary for the Highland Hospital ambulance to arrive Frank continued his first-aid measures.

On arrival of the ambulance, Dr Thomas Rowley, the intern from the Highland, praised the boy for his quick thinking, saying that Jean owed her life to his first-aid measures.

PHELPS PROGRAM

An intensive program of physical education has been instituted at the Phelps Central School through the efforts of Grove A. Nagel, principal, and Oliver E. Cook, physical education teacher.

With the opening of school, both boys and girls received the physical fitness tests and began training toward qualification for State War Council physical fitness certificates. A special class has been organized for out-of-school youth preparing for the armed services.

The areas of activity recommended by the Bureau of Physical Education of the State Education Department were used as a basis by Mr Cook for the junior and senior high school boys' physical fitness program which emphasized the development of strength and endurance. Because of the shortage of time, practice on the obstacle course was spent in perfecting the technics of each skill and no attempt made to pass the tests for awards. Boxing and wrestling fundamentals were taught. Varsity and junior varsity basketball and varsity baseball combined with an extensive intramural league in basketball, volleyball, soccer and softball took care of team sports.

The board of education, Mr Nagel and Mr Cook have expressed satisfaction with the improvements which have been noted. Letters from boys in the service express appreciation of this intensified program.

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MEETING IN JANUARY

The annual convention of the New York State Association for Health, Physical Education and Recreation will be held in Syracuse on January 25–27, 1945. The time has been changed from the Christmas vacation to the latter part of Regents examination week.

An interesting program for school administrators and teachers has been planned.

SCHENECTADY PLAN

All pupils in Schenectady senior high schools are required to complete three units of physical education for graduation, according to regulations adopted by the school authorities. These units are required in the 10th, 11th and 12th grades. Howard A. Wescott, Schenectady supervisor of physical education, attributes this action to the interest created by a study of results of testing Schenectady pupils. For more than a year and a half, physical education teachers at Schenectady have been checking the physical educational progress of their pupils in grades 7 through 12. Standards have been developed to indicate the achievement level of pupils in the various test items.

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AT RURAL CONFERENCE

Two members of the State Education Department, Helen Hay Heyl, Chief of the Bureau of Curriculum Development, and Francis E. Griffin, Chief of the Bureau of Rural Administrative Service, attended the White House Conference on Rural Education in the United States, on October 3d, 4th and 5th.

Other New York State representatives to the conference were: Allan P. Bradley, principal of the Cobleskill High School; Dr Julian E. Butterworth of Cornell University; Dr Frank Cyr of Columbia University; Harold P. French, district superintendent, Albany county; and Wallace D. Ormsby, district superintendent, Erie county.

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REGENTS PLAN

The Regents Plan for Postwar Education in the State of New York was explained by Commissioner of Education George D. Stoddard in an article entitled "New York's Plan for New Institutes" in the October issue of the Junior College Journal.

Elementary Education

PRINCIPALS PLAN ANNUAL MEETING

The 15th annual conference of the New York State Association of Elementary Principals will be held in Syracuse December 26–28, 1944, at the Hotel Syracuse. Earle W. Nash, principal of the Andrew J. Townson School, Rochester, is president.

The Tuesday evening session will feature a principal's clinic for the discussion of problems of elementary principals who have recently entered the principalship as well as those of longer experience. Ivan Green of Irondequoit will conduct the meeting as chief clinician. The Clinic will be closed by Walter A. LeBaron, associate supervisor in the Bureau of Instructional Supervision, who will suggest assistance which the State Department can give the principal.

On Wednesday morning Dr Ruth Andrus, Chief of the Bureau of Child Development and Parent Education, will address the conference on the general theme of what constitutes a good kindergarten program. Ruth Anderson, supervisor of kindergarten and primary grades in Utica, will act as chairman of a panel which will discuss "A Good Kindergarten Program."

Dr George D. Stoddard, State Commissioner of Education, will address the afternoon session. Doctor Stoddard will speak on the subject, "The On-going Needs of Children."

Mrs Frederick G. Scovil, former head of the Nurses Training School at Bachman-Hunter Memorial Hospital, Tsining, China, will also address the session. Mrs Scovil was in a Japanese prison camp for some time and has recently returned to this country.

At the informal banquet on Wednesday evening Vadeboncoeur, news commentator on Station WSYR, Syracuse, will tell of his experiences in the Pacific theater of war.

Thursday morning, December 28th, Dr William E. Young, Director of the Division of Elementary Education, will speak on the subject, "Supervisory Problems of the Elementary School Principals." Following his talk Doctor Young will act as chairman of a panel composed of principals and supervisors to discuss the same topic.

The annual business meeting will be held Thursday morning, at which time reports will be made and officers elected.

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BOOK REVIEW

The principal in the modern elementary school. Robert Hill Lane. Houghton Mifflin Co. New York. 1944

This is a new and valuable book on the function of the principal in the modern elementary school. Robert Hill Lane, assistant superintendent of schools in Los Angeles, Calif., has based the organization of the book on the concept that the principal performs two major functions: management and the direction of learning.

The opening chapter gives a delightful and realistic "daily log" of the principal at work in a typical school day. Chapters 2, 3 and 4 deal with various phases of management, and the following three chapters discuss the responsibility of the principal in his relation to the learning process. Two chapters are devoted to problems of evaluation, and the final chapter deals with the principal as a person.

There are 81 illustrations showing modern elementary school buildings and units of school buildings in various parts of the country.

A chronologically arranged list of professional books for principals in the elementary school is appended.

The book is recommended as a highly valuable addition to the professional library of the principal of the elementary school.

BULLETIN ON SCHOOL PROGRESS ISSUED

Pupil Progress in the Elementary Schools of New York State is the subject of a mimeographed bulletin recently issued by the Division of Elementary Education. It was prepared to give information regarding the proper age of entrance into school and similar matters of pupil progress such as overageness, retention, promotion and acceleration.

In the foreword to the bulletin Dr William E. Young, Director of the Division, states:

> The problems of pupil progress and promotion have received the attention of many educational authorities and a number of studies are in existence. Some of the available findings are incorporated in this present statement to serve as a guide for constructive thinking and to lay the groundwork for continued experimentation and progress.

The bulletin treats the question of the seriousness of the problem of pupil progress, points to the effects of the underlying philosophy of the school on this problem, states the legal aspects involved, lists some of the factors which condition pupil progress, gives present-day theories of pupil progress and gives specific conclusions and recommendations based on its findings. Sources both within and without the New York State Education Department have been used extensively and the material is carefully documented. A bibliography is included.

The Bureau of Instructional Supervision of the Division of Elementary Education, which did the work of compiling the bulletin, hopes that it will serve to clarify the issues and lead to further study by the schools.

The Council of School Superintendents has a committee, under the chairmanship of Andrew J. Burdick, superintendent of schools in Utica, which is studying these problems with the full cooperation of the Division of Elementary Education.

CAN MEAT FOR SCHOOL

Meat from a steer raised and fattened in the West Valley Central School district was canned for use in the school cafeteria at a canning bee held in the school's homemaking rooms on November 9th. Participants in the canning bee were the faculty of the school, under the direction of Helen Zeder, teacher of homemaking, and the members of the Food Production War Training class, directed by P. K. Putnam, teacher of vocational agriculture. The butchered animal weighed 526 pounds. The slaughtering was done under the direction of Mr Putnam and the carcass was cut up by the boys in the vocational agriculture class. Before the canning bee the canners enjoyed a turkey dinner as guests of the homemaking department and the cafeteria staff.

ATTEND CONFERENCE

Dr William E. Young, Director of the Division of Elementary Education, and Elizabeth B. Carey, associate supervisor in the Bureau of Instructional Supervision, were participants in the program of the annual convention of the National Council for the Social Studies held in Cleveland November 23d–25th.

SUPERINTENDENT RESIGNS

Acting District Superintendent of Schools Francis S. Hungerford, of the fourth supervisory district of Wayne county, resigned to accept appointment as principal of the new central school at Sodus November 1st.

Secondary Education

PRINCIPALS WILL MEET IN SYRACUSE

The holiday meeting of the New York State Association of Secondary School Principals will be held in Syracuse on December 27th and 28th. The theme of the conference is "Education for All-American Youth."

The conference will begin on Wednesday afternoon, December 27th, when new high school principals throughout the State will be welcomed by Frank R. Bliss, vice president of the association.

The first regular session of the conference will be held in the Central High School auditorium, with Vice President Bliss presiding. The theme for this session is "G. I. Joe and His School."

The 24th annual banquet of the association will be held in the ballroom of the Onondaga Hotel that evening. The address will be given by Dr Willis Sutton, former superintendent of schools at Atlanta, Ga. He will speak on the subject, "Education for All-American Youth," and will be introduced by Dr George D. Stoddard, Commissioner of Education.

The second general session of the conference will be held on the morning of December 28th in the Lincoln Auditorium, Central High School, with President Wayne L. Lowe presiding. The theme for this session is "Constants in the High School Curriculum." Lyndon H. Strough of Niagara Falls will report as chairman of the special committee appointed by the president to study the constants in the high school curriculum. The main address will be delivered by Commissioner Stoddard. Following his address, opportunity will be given for discussion.

At the noon hour the conference will break up into four groups as follows: junior high schools, Chairman Gerald A. Wilber, Falconer; large city and village high schools, Chairman William F. Merrill, Port Washington; union free schools, Chairman J. C. Birdlebough, Phoenix; and central rural high schools, Chairman Stewart H. Smith, Middleburg.

The final business session of the conference will convene in the ballroom of the Onondaga Hotel at 3.45 p. m. Reports will be received from the chairmen of committees and officers for the coming year will be elected.

The final session of the conference will take place in the ballroom of the Onondaga Hotel at 8 p. m. The address will be given by Charles Davila, Rumanian ambassador to the United States, who will speak on the topic, "The Future of Europe As I See It."

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SAHLSTROM DIES

Dr John W. Sahlstrom, superintendent of schools at Elmira Heights for 11 years, died suddenly while at work at his desk in the Thomas A. Edison High School on October 13th. He was 50 years old.

"The loss of Doctor Sahlstrom," said Mayor Louis D. Polley, "is a severe blow to our schools, our municipal government and to the many church, fraternal and civic activities in which he was a leader."

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EDUCATIONAL FRONTIERS

The September 1944 number of the Annals of the American Academy of Political and Social Science is devoted to articles on the general subject of "International Frontiers in Education." It was edited by William G. Carr, secretary of the Educational Policies Commission. Among the contributors is Commissioner of Education George D. Stoddard, whose article is entitled "Teach Them the Ways of Democracy."

NEW SUPERVISORS

The appointment of Ernest A. Frier and Peter P. Muirhead as supervisors in the Bureau of Instructional Supervision of the Division of Secondary Education has recently been announced.

Mr Frier comes to the Department after a successful experience of nine years as a teacher of science, practical arts and agriculture and 15 years as supervising principal of the central schools at King Ferry, Newark Valley and Delaware Academy and Central School at Delhi. He received his bachelor's degree in 1926 at Syracuse University and his master's degree in 1935 at Cornell University. He has matriculated at New York University for the doctorate in education and has studied also at the State College for Teachers at Albany, Harvard University and the University of Stockholm, Sweden. Mr Frier has served on many state committees in the field of Secondary Education.

Mr Muirhead is a graduate of the State Teachers College at Geneseo and received his bachelor's degree in 1934 at the State College for Teachers at Albany and his master's degree in 1942 at the University of Rochester. He comes to the Department after 12 years of effective experience as a teacher of social studies and principal in the high schools at Avon and Henrietta. He has been active in county and state educational and civic organizations.

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EX-SUPERINTENDENT DIES

Charles A. Benedict, who retired as superintendent of schools at North Tarrytown in 1932, died November 4th at his home in Norwich. Mr Benedict served as superintendent at North Tarrytown for more than 20 years. He was a former member of the Sherburne Central School board.

HIGH SCHOOL SURVEY

In an effort to solve problems of the high school curriculum and to modernize it to meet the changing needs of pupils, a cooperative study has been begun by the Rochester public high schools in conjunction with the University of Rochester.

More than 40 high school principals, coordinators, supervisors and teachers are now working intensively on the project, and others will be added as the work progresses and special topics are developed. During the present academic year curriculum experts chosen on a nation-wide basis will come to Rochester to discuss special aspects or special problems connected with the secondary curriculum.

At the end of the year, this group and others will participate in a summer workshop dealing with the secondary school curriculum.

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CENTRAL PRINCIPALS

The New York State Central School Principals Association will meet at 12.30 p. m. on December 28th in the ballroom of the Hotel Onondaga in Syracuse. Assemblyman Wheeler Milmoe, chairman of the public education committee of the Assembly, will discuss " Trends in State Aid," and Dr Harry S. Ganders, dean of the School of Education of Syracuse University, will speak on " Extending School Services." Committee reports on the intermediate unit will be presented by Orlo Nichols of the Otego Central School and on state aid legislation by A. P. Jenkins of Naples Central School.

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To promote kindness to animals the American Humane Association is sponsoring a poster contest open to all pupils in public, parochial and private schools. Full information may be obtained from the association at 135 Washington avenue, Albany 6, N. Y.

Higher Education

ENROLMENTS INCREASE

College enrolments in New York State during the fall of 1944 totaled 128,400 students, an increase of nearly 13,000 over the enrolment a year ago, according to reports to the Division of Higher Education.

The drop of 6000 in men students to 46,600 was not so large as it might have been if hundreds of discharged veterans had not already returned to college, Dr John S. Allen, Director of the Division, said. The gain in college enrolments was made by the women students, whose numbers increased 19,000 over the 1943 enrolment to register a total of 81,800. This is the largest college enrolment of women and for the second year women students have outnumbered the men in New York State. Discharged veterans numbering 2800 are enrolled in 54 colleges in the State.

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COLLEGE ANNIVERSARY

The 50th anniversary of the founding of Teachers College, Columbia University, was observed November 15th at ceremonies, attended by over 2000 people.

Bishop William T. Manning delivered the invocation. Dean William F. Russell presided, introducing Presidents Nicholas Murray Butler of Columbia University, James B. Conant of Harvard University, Isaiah Bowman of Johns Hopkins University, and Cleveland E. Dodge, chairman of the college board of trustees. On the platform were all the chief executive officers that Teachers College has ever had: Dr Nicholas Murray Butler, 1887–91; Dr Walter L. Hervey, 1891–97; James Earl Russell, the dean emeritus, 1897–1927; and the present dean, William F. Russell, his son.

DEGREES FOR SALE

Operation of an alleged diploma mill in a two-room suite at 103 Park avenue, New York City, resulted in the arrest on October 13th of George W. Manus. He was brought before Judge F. L. Hackenburg of the Court of Special Sessions and charged with violating section 66 of the State Education Law in that his "college" functioned without having been chartered by the Board of Regents.

Manus called himself executive vice dean of the New York College of Psychiatry and is said to have made offers to confer various doctors' degrees for fees ranging from $450 to $800. Since the State of New York has not granted a charter to the New York College of Psychiatry it is illegal for it to confer any college degrees.

When Manus was taken into custody his draft card showed classification of 4D, a category reserved for ordained clergymen. He claimed to be a minister and to have degrees of M.D., D.Sc. and Ph.D. His age was given as 24. Later the Federal Bureau of Investigation had Manus arrested on a charge of violation of the United States Selective Service Act. Bail for the state charges was set at $5000 and for the federal charges at $2500, and was furnished by Manus.

Courses of study offered by Manus through his "New York College of Psychiatry" included hypnotic, painless and drugless childbirth, pre-natal suggestion, instantaneous hypnotism, reflex therapy (described as a method for growing hair on bald heads), practical and applied psychology, suggestion and auto-suggestion, psychological somnotherapy, suggestive therapeutics, chemical psychology, advanced esoterics, metaphysics and higher education. Investigation never revealed any instructors other than Manus in his two-room "college."

YOUNG ADULTS PLAN POSTWAR ACTION

The third annual state conference on public affairs and citizenship sponsored by the New York State Community Service Council of young adults met at Cornell University on November 11th and 12th to plan local and state activities to equip young citizens in the State to cope intelligently with the war and postwar problems confronting the country.

Planned, directed and manned by young representatives under 30 years of age, drawn from community youth councils, the conference was developed around the theme " Youth Responds to Universal Challenge." The 150 young adult delegates representing a wide range of interests expressed a keen sense of awareness of and willingness to understand and assume responsibilities for solving major public questions that may critically affect the writing of the peace and the organization of an orderly world society.

The keynote address was made by Dr C. W. deKiewiet, professor of history, Cornell University. He challenged young people to study the possible results of alternative courses of action which are open to the United States in the world community with the sober realization that the destiny of world civilization lies in the kind of leadership that emerges in the international situation and that continental Europe now is looking either to the United States or to Russia. In radio interview fashion, the import of the membership of the United States in international organization was presented by a group from Cornell University representing for purposes of the conference UNRRA, International Labor Office, Dumbarton Oaks Conference and the field of international education. Discussion groups considering the general question, " What are the implications of international citizenship to young adults in our democracy? " in fields of human welfare, economics, foreign policy and education, were led by Dr Robert A. Polson, Cornell University; Dr William Morse, University of Michigan; Doctor deKiewiet; and Mark Starr, International Ladies Garment Workers, respectively.

In an exchange radio program between Ithaca and London, Dr George D. Stoddard, Commissioner of Education, and two young adults, James Beneway, state chairman, Ontario, and Henry H. Tompkins, chairman, Community Guidance Committee, Binghamton, responded over Station WHCU to J. F. Wolfenden, chairman, English Board of Education's Youth Advisory Council, and two young adult leaders in the British Youth Services, in a discussion on critical need and opportunities for young people to build stronger democracies for the postwar world.

During the second day workshop groups and general assemblies developed concrete plans for local civic action. The British Postwar Plan for Social and Educational Services was presented by Harold C. Shearman, Workers Education Association, London, England. In his absence on official duties, the paper prepared for the conference by Henry I. Harriman, United States delegate to the International Labor Office representing management, was read and adopted as a project for state action. The plan provides for an international organization of youth and education to be attached to the United Nations' organization.

The conference adopted for a state project the community guidance program introduced by the Young Adult Civic Council of Binghamton. The plan has been developed over the past six months with direct cooperation of young people in the military services and with the sup-

port of local community agencies to facilitate personal and social adjustment of those returning home after service and to utilize their abilities in community affairs. Other new assignments accepted by the State Community Service Council of young adults for study and action include developing a working plan for erecting living memorials to be financed by community and federal funds, and creating a commission to develop plans for studying local welfare problems and national and international economic and political problems. The work of the district commissions on legislation, civic award observance, the New Bill of Rights, education, publications and public relations will be continued on a state-wide basis.

In cooperation with local boards of education which sponsor local community youth councils, the State Education Department is completing its fourth year of pioneering in young adult community education as a phase of adult education. It is designed to claim those years of transition in the lives of all young people as they move out from institutional citizenship to the adult community as a period for providing opportunities for them, regardless of creed, color or nationality, to learn at firsthand about the public life of their community and to take their places of public service, in partnership with older adults.

The state conference was sponsored by the young adult State Community Service Council and the State War Council with the cooperation of the State Education Department, Russell Sage Foundation, Carnegie Endowment for International Peace, British Broadcasting Corporation, Ithaca Radio Station WHCU, Cornell University and Ithaca College.

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The " Go to School " drive in Rochester cut the drop in high school enrolment to about one-seventh of the annual decrease of the past several years, according to figures furnished by Superintendent James M. Spinning.

VOLUNTARY SERVICE

New York City school teachers, contributing their professional skill to aid men and women in the armed forces, gave 62,339 hours of free instruction in 48 different courses in the year ended August 31, 1944, according to the annual instructional report of the Teachers' Voluntary Service Organization. The current figure brings to over 100,000 the number of hours of instruction provided by this organization since July 1942.

For the year just ended, 2818 teachers participated in the program, while their pupils numbered 13,395 service men and women. Instruction was given at centers in the five boroughs, as well as in Army and Navy bases and hospitals throughout the metropolitan area.

A new service for men and women of the armed service, through which they will be encouraged to begin thinking of themselves in their postwar role as civilians, was inaugurated November 27th with the opening of " The Listening Post " at the Manhattan Center of the Teachers' Voluntary Service Organization, 93 Park avenue, New York City.

Service personnel are invited to visit the center to discuss with a selected staff of teachers and trained guidance workers any of their problems relative to their postwar life, including study courses. " The Listening Post " is in operation daily from 4 p. m. to 9 p. m.

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VISUAL AIDS INSTITUTE

The American Museum of Natural History in New York City will present a Visual Aids Institute for teachers of the New York area on January 5th and 6th. The purpose of this institute is to provide an opportunity for teachers of both elementary and secondary levels to examine available materials for present and postwar utilization, and to discuss with those who have used them possibilities for further enrichment of curriculums.

Educational Notes

BOARD EXPLAINS CHILDREN'S BUDGET

"The City of New York spends more for the education and welfare of its children than it spends for anything else."

"This is as it should be because all the future is in the hands of these children."

This significant statement is the keynote of an attractive and interesting report on school finances and services prepared by the New York City board of education. Entitled "The Children's Budget," this report by pictures and simple, concise statements explains how the board of education budget is spent to provide education for the 834,000 children in regular day schools.

The report tells why with a smaller budget than it had in former years, the board can provide a better type of education. The reduction has been made possible by the fact that there are fewer children in school. Since the per capita allowance for education has increased, however, more attention can be given to the individual child, his health and his welfare.

The report sets forth that the improved educational program includes:

A further reduction in the number of oversize classes

Additional small-sized classes for slow learners and additional special classes for maladjusted children

More remedial instruction

More guidance service

Increased services for physically and mentally handicapped children

More playgrounds and recreational facilities

Added provision for extracurricular activities

An enlarged program of health service

Increased opportunities for adult education

The report was compiled and edited by Howard A. Shiebler, secretary to the superintendent of schools.

FOURTH SCIENCE TALENT SEARCH IN PROGRESS

The fourth Science Talent Search for the Westinghouse science scholarships is now under way in the Nation's high schools. Fifty thousand teachers and principals have been asked by Science Clubs of America, which conducts the search, to aid in the selection of the 40 most scientifically talented boys and girls in the graduating classes of 1945.

The 40 youths selected on the basis of their essays, a difficult aptitude examination and comparisons of their school records, will be brought to Washington for a five-day Science Talent Institute in March with all expenses paid. Here they will be interviewed by a panel of judges and take further examinations. The awarding of the Westinghouse science scholarships, ranging in value from $100 to $2400, will climax the institute.

Scholarships worth almost $82,500 have been awarded the 300 winners of the second annual Science Talent Search, completed in 1943, to help them through their first year of college, Watson Davis, director of the Science Clubs of America, sponsors of the competition, announced. This amount is the total granted by colleges and universities, exclusive of $11,000 in Westinghouse science scholarships, awarded as a direct result of the Science Talent Search.

School Buildings

POSTWAR COMMISSION APPROVES PROJECTS

Twenty-two public school building projects estimated to cost $7,203,951 have been approved by the New York State Postwar Public Works Planning Commission. The districts sponsoring these projects will on the average receive an allotment of funds from the commission equal to 2 per cent of the estimated cost of the projects. These funds are to be used in part payment of architects' fees on the projects. The list of projects follows:

District	*County*	*Project*	*Estimated cost*	*Remarks*
Horseheads 5, common school district	Chemung	Elementary school	$160,000	Final plans completed
Rhinebeck Central School District 1	Dutchess	New school	$500,000	Preliminary plans completed
Albright Art School, Buffalo	Erie	Addition to Art School	$56,000	Preliminary plans approved
Mohawk Central School	Herkimer	Addition to high school	$388,000	Preliminary plans approved
Watertown	Jefferson	New senior high school	$910,000	Preliminary plans under way
Dansville Central School District 1	Livingston	Remodel or replace grade school	$350,000	Preliminary plans under way
Irondequoit Union Free School District 3	Monroe	New junior-senior high school	$875,973	Preliminary plans approved
Sewanhaka Central High School District 2	Nassau	Central heating plant	$107,000	Preliminary plans under way
Sewanhaka Central High School District 2	Nassau	Recreation, cafeteria and shop buildings	$1,025,000	Preliminary plans completed
Sewanhaka Central High School District 2	Nassau	Development of school site, landscaping etc.	$53,000	Preliminary plans under way
Wilson Central School District 1	Niagara	Addition to central school	$125,000	Contract outstanding
Syracuse	Onondaga	Storage and locker room addition	$8,500	Preliminary plans approved
Syracuse	Onondaga	Addition to Vocational High School	$250,000	Preliminary plans approved
Syracuse	Onondaga	School shop and warehouse	$60,000	Preliminary plans under way

District	*County*	*Project*	*Estimated cost*	*Remarks*
Rensselaer	Rensselaer	High school athletic field	$30,000	Contract outstanding
Niskayuna Union Free School District 5	Schenectady	Addition to Van Antwerp School	$292,600	Preliminary plans approved
Schenectady	Schenectady	Nott Terrace High and Vocational School	$1,800,000	Preliminary plans under way
Babylon Union Free School District 1	Suffolk	Changes and improvements in athletic field	$20,000	No progress reported
Ithaca	Tompkins	Addition to senior high school	$25,058	Final plans approved
Ithaca	Tompkins	New elementary school	$88,000	Preliminary plans approved
Greenburg School District 2 (Irvington)	Westchester	Improvements to high school	$33,000	Preliminary plans under way
Mount Vernon	Westchester	Drain in basement of school property	$46,820	Plans complete

SERVICE CENTER

Opening of the Nichols High School as a service center for adults as well as boys and girls four evenings a week has been approved by the board of education.

On Monday and Wednesday evenings the entire school building, with all its equipment, is available for use by residents of the school district. On Tuesday and Thursday evenings the gymnasium is open. Members of the faculty and other citizens act as guidance directors.

Pupils and adults are permitted on Monday and Wednesday evenings, to make use of all the school equipment, including typewriters, office machines, library books, laboratory apparatus, musical instruments and shop tools. Supervised play with the school athletic equipment is scheduled for the evenings when the gymnasium is open.

Regular adult classes will start in January to meet once a week for ten weeks.

MABEL THOMPSON DIES

Mabel Thompson, who retired in 1937 after more than 40 years' service to the State Education Department, died on October 19th at her home in Peru, Vermont. Miss Thompson was first appointed junior clerk in the State Library March 26, 1896. From 1922 until her retirement in 1937 she was engrosser. She was the sister of Mrs Roger H. Stonehouse, formerly Grace W. Thompson, who was until 1940 assistant in the Office of the Assistant Commissioner for Teacher Education.

CENTENNIAL

The Upper Nyack school in Rockland county celebrated the 100th anniversary of the organization of the school with appropriate exercises on October 25th. Attractive booklets printed for this occasion presented the history of the school.

Philipse Manor Hall

PHILIPSE MANOR HALL

[*This is the second of a series of articles on the State's historic sites, recently transferred to the State Education Department.*]

Philipse Manor Hall in downtown Yonkers immediately arrests the attention of a passer-by. With imposing walls of fieldstone and brick, it is of authentic Colonial architecture, apparent in the lines of the roof, the dormer windows and even the trim of the house. Its spacious grounds further mark it as a house with a history. It is also a notable shrine of New York and United States history because of the priceless collection of portraits of Presidents and other eminent Americans that it contains.

The south half of the hall was built by Frederick Philipse as his home in 1682. In 1693 he received a royal charter erecting his extensive land possessions into the "Manor of Philipsborough." The significance of this Colonial Manor Hall, the home of the wealthiest of all New Yorkers, can scarcely be overemphasized, because, though it has suffered minor alteration, the house remains substantially in its original form, one of the "unsalaried teachers which never die . . . and whose voices grow stronger and more convincing with increasing age."

The first Lord of the Manor died in 1702. His son Philip became the second Lord and to him is accredited the "addition" or north wing, erected in 1745, a date which is still well within the Colonial period.

The second Lord died in 1751 and the third Philip inherited the manor at the age of 31, to become its last Lord.

The Philipse family with its "in-law" connections espoused the English cause when the Revolution came, and Philipse Manor along with other Royalist property, was confiscated by the Colonists. In 1785 it was sold to defray the expenses of war.

After several consecutive ownerships the hall was purchased in 1907 by Mrs William Smith Cochran of Yonkers, who placed it in the custody of the American Scenic and Historic Preservation Society. A year later it was accepted as her gift to New York State.

The Hall is shaped like the letter "L." The base, which measures 25 by 62 feet, represents the building of 1682. The addition of 1745, measures 26 by 66 feet. The brick of the walls are of varying size and are spoken of as "made in Holland," yet they do not conform to either Dutch or English standards. Sills and lintels are of pine and oak. The windows bear 12 panes each in the upper and lower sash and are set in heavy mullions.

The south or main doorway is a fine example of Colonial architecture. The door is of the Dutch type, divided horizontally so that the lower half may be closed while the upper half stands open. A beautiful fan-shaped transom surmounts it. The original massive lock and hinges are still in use. Several other doors exemplify this same period.

The interior finish of the old section is particularly beautiful. The doors are elaborately paneled and set between fluted pilasters. Over their headers the broken arch is seen in some of the rooms, repeated again over the mirror which is an integral part of the paneling and placed above the mantel in the east parlor. The arabesque ceilings are original and bespeak Colonial elegance. Incorporated in bas-relief as a part of the decoration are figures believed to be likenesses of various members of the Philipse family.

The people of the State of New York and of the country at large (for visitors are received from every state of the Union) are further indebted to the Cochran family for the priceless collection of 68 portraits of our national Presidents from Washington to Coolidge and of other notable Americans. Not only are the subjects noteworthy but the list of artists whose work is represented includes the greatest masters of American portrait painting such as Copley, Stuart, the Peales (Charles Willson and Rembrandt), Trumbull, Vanderlyn, Inman, Savage and Eakins, to mention perhaps the best known among them.

While it is true the house is not furnished as it might have been originally, many fine and authentic pieces of furniture are on exhibition throughout the hall.

Admission to the hall is free, and thousands of visitors are registered annually, among them being school children, members of historical societies on "pilgrimages" as well as the constant flow of visitors and tourists from Metropolitan New York.

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HAYWARD DIES

Dr Edward Hayward, who served as superintendent of schools in Cohoes for 30 years prior to his retirement in 1931, died on October 19th at his home in Cohoes.

A graduate of Union College, Doctor Hayward was principal at Lockport High School and superintendent of schools at Clyde before becoming superintendent in 1901 at Cohoes.

In a tribute to the former superintendent, James V. Marra, president of the Cohoes board of education said:

For 30 years Doctor Hayward devoted himself to the welfare of our school children, during that period of service upholding the highest tradition of leadership and guidance. Not only our school system but the city at large has sustained a loss which will not soon be forgotten.

School and Public Libraries

DONATES BOOKMOBILE IN MEMORY OF SON

The usefulness of the North Castle Free Library will be more than doubled by the establishment of a bookmobile service endowed by a $5000 fund contributed by Walter S. Gifford in memory of his son, Lieutenant Walter S. Gifford jr, U. S. N. R., who was killed in a plane crash in the Pacific July 31, 1944.

Mr Gifford, president of the American Telephone and Telegraph Company and the major contributor to the fund which erected the library building, made it known that he wished to set up a memorial fund in honor of his son.

He specified that the money must be used for an extension of the library service and not for ordinary expenses, and asked for suggestions. Library officials suggested the establishment of a bookmobile service, which has been tried out in libraries all over the county and has proved to be of inestimable value in communities with a large rural population.

The idea appealed to Mr Gifford immediately. He set the amount of his contribution at $5000 and agreed that it should be used for the purchase of the book truck and the expenses of its operation. With the expenses estimated at between $300 and $400 a year, it was believed the money would keep the project in operation for approximately 10 years before it was exhausted. Mr Gifford's letter follows:

I inclose check for $5000, payable to the North Castle Free Library. I ask that this money be invested and set aside as a fund, to be called in memory of my son, The Walter Sherman Gifford Jr Fund. The income from this fund, in whole or in part, is to be used at the outset for the purchase of books and publications in the fields of his chief interests, which were literature, history and the sports of mountain climbing and skiing.

I, however, authorize the trustees of the library at any time or times, in their discretion, to expend not only the income but the principal, in whole or in part, for the establishment and maintenance of a bookmobile service or for any other purpose that in their opinion will best further the usefulness of the library to the community of North Castle.

ALBANY BRANCH

Albany's newest branch library was opened October 9th at School 19, New Scotland avenue. It has the joint sponsorship of the Albany Public Library and the School 19 Parent-Teacher Association.

The library is located on the first floor adjoining the school library. The present book collection consists of over 4000 volumes. Mrs Helen K. McMillan, head of the extension department, is librarian.

SPECIAL PRICE

Dr Dixon Ryan Fox, president of the New York State Historical Association, has announced that the Columbia University Press is prepared to sell the ten-volume set of the History of the State of New York to schools for $25. This authoritative work was written by some 30 authors, each a specialist in his field. It was edited by the late Dr Alexander C. Flick, former State Historian. It has previously been listed for sale at $50.

LIBRARIANS AID SALVAGE CAMPAIGN

Both in the salvage *of* waste paper and in the salvage *from* waste paper, librarians are interested, the Division of Adult Education and Library Extension points out in reminding librarians that intensified waste paper salvage drives are under way.

In an effort to stimulate salvage collections, book publishers are planning to print salvage messages in some of their books.

It is suggested that librarians display these proofs on bulletin boards or in other prominent locations in order to acquaint the public with the program and to impress readers with the importance of waste paper salvage. Requests for copies of these notices may be sent to Leonard Maar, Conservation Committee, Waste Paper Consuming Industry, 370 Lexington avenue, New York City.

Librarians as well as archivists and historians are naturally much concerned with salvage from waste paper. There is a possibility, they are reminded, that valuable papers, letters, manuscripts, serial publications etc. may be turned in for scrap paper when they are of more real value in their present state if they reach the proper agency.

An intensive campaign to inform the public of this phase of paper salvage is now under way. Librarians may cooperate in saving valuable documents in local areas from unnecessary destruction in these ways:

1 Designate some person or persons in the library or community who would be competent to pass on the value of materials considered for preservation.

2 Get newspaper publicity on the importance of saving historical and literary material.

3 Write to the chairmen of committees and subcommittees conducting the paper salvage campaign and to agencies handling the collected materials, informing them what types of material should be scrutinized before they are destroyed.

4 Call the attention of magazine and newspaper publishers in the area to the value of certain materials of local importance.

5 Suggest to printers the need for scrutinizing materials for historical importance before discarding them.

6 In areas in which literary agents are located, write them about the importance of preserving valuable manuscripts. (List of literary agencies in New York, will be found in *The Literary Market Place*, 1944 edition.)

A national campaign for Books for Devastated Libraries is expected to be made in the near future. Librarians are advised not to scrap books and periodicals likely to be useful in the restoration of foreign libraries.

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SUBJECT HEADINGS

The fifth revised edition of List of Subject Headings for Small Libraries, by Sears and Monro, is now available.

This edition shows a considerable number of changes made necessary by the increased use of the list by medium-sized as well as small libraries and schools and by its use in teaching subject headings in library schools.

The list includes about 200 new subjects. Many of these relate to the second World War or subjects closely related to it. Many new references have been added for these new subjects. Some changes have been made to agree with changes in the Library of Congress headings.

At the suggestion of teachers and catalogers, notes defining the meaning and usage of about 100 subjects have been included. An endeavor has been made to make these notes definite enough to be practical and yet not limit the usage of terms because of new phases of the subject which may arise.

It is published by the H. W. Wilson Company. The price is $2.75.

STATE GRANTS

Procedures regarding applications for state grants to libraries are outlined by the Division of Adult Education and Library Extension as a reminder to library officials. They follow:

An application for a grant to libraries can not be accepted regardless of the date on which it may be made until the accounts for previous grants have been definitely closed. The account is not closed until the final list of books bought with the state grant and the local equivalent has been submitted and accepted.

Final lists must be submitted on official blanks (obtained from the Bureau of Library Extension).

Only books bought after the date the grant was applied for can be accepted.

At the top of the list there should be noted the exact inclusive dates within which the books were purchased and added to the library.

There is no definite date when book lists must be submitted. The list should be sent as soon as the money is spent.

The annual report has no connection with the list of books to account for the grant. A new state appropriation becomes available April 1st. Applications should be made within the fiscal year (April 1st–March 31st).

Check carefully to be certain that at least 35 per cent of the amount was spent for nonfiction titles (10 per cent may be periodicals) and 25 per cent for children's books. (The juvenile nonfiction titles included in the 35 per cent nonfiction may likewise be considered in accounting for the 25 per cent.)

No agent has authority to say that any book or set of books is approved by the State for purchase with money from the library grant. When in doubt write to Bureau of Library Extension.

The Treasurer's Receipt for Library Money must be signed by the treasurer and the president or secretary.

There is usually a delay of a month or more between receiving the receipt and the sending of the check. The check is sent to the president.

For prompt action: read *all* directions carefully; check to see that no signatures are missing and all necessary dates are included.

INSURANCE FOR LIBRARIES

To answer the question as to the item valuations for insurance purposes of books and other objects which make up the bulk of a library's business tools, individual values are listed below as they have been developed by American Library Association insurance committees and by libraries which have made careful insurance studies. It is recognized that there probably will be a difference of opinion as to the accuracy of some of the unit values, but they are presented as valuations based upon selected library experience. These valuations in an over-all computation are regarded as adequate to protect the library using them:

	Per volume	*Per item*
Adult fiction	$ .85	
Adult nonfiction	1.46	
Juvenile fiction	.67	
Juvenile nonfiction	.67	
Reference books	3.37	
Periodicals	3.00	
Foreign language books (circulation)	1.00	
Town and county histories	2.75	
Genealogies	6.75	
Documents		
Paper bulletins	.10	
Paper-bound volumes	.50	
Other bound volumes	1.00	
Periodical volumes, bound and unbound	2.00	
Newspapers, per issue		
Before 1800	3.00	
1800–20	.75	
1820–40	.50	
1840–65	.25	
1865 to date	.10	
Stereographs		$ .05
Mounted pictures		.03
Sheet music		.50
Post cards		.01

Librarians are reminded that the above quoted valuations should not be used for varieties or for subject groups such as first editions, fine bindings, expensive books on the arts, specialized technical books etc. The values given are intended for the great bulk of run-of-the-mine material for which unit prices can be averaged.

IRVING EXHIBIT

The New York Historical Society planned a special exhibition to be tied in with Van Wyck Brooks's new book, The World of Washington Irving, published by Dutton on October 2d. The exhibition has the same title and was opened to the general public October 4th. On the evening of October 3d, Mr Brooks addressed the members of the society and their guests in the auditorium at 170 Central Park West.

The World of Washington Irving exhibition illustrates the literary history of New York, the Middle States, the South and the West during the years 1800–50, the period covered by the book. The show includes first editions of Irving, Fenimore Cooper, Bryant, Poe, Simms and other American authors. Original drawings by Audubon and Catlin, paintings by American artists of the period, letters, diaries and portraits of writers, scientists and artists who were important in the World of Washington Irving as depicted by Mr Brooks are included. The exhibition will continue through January 14, 1945.

The manuscript has been set apart by the Book and Author Bond Committee as the award for the library in New York City which takes the most active part in the Sixth War Bond Campaign.

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MUSIC FOR PATRONS

Soft music as a background for reading is being tried out at the Brooklyn Public Library's central building. Every afternoon for an hour the library presents recitals of recorded music from the balcony of the circulation hall. The project serves a twofold purpose of providing a musical background for reading and browsing and of acquainting the public with the resources of the library's circulating record collection, according to Milton James Ferguson, the librarian. The librarians have found that the recitals have met with general approval.

POSTWAR INFORMATION

The attention of librarians is called to the Postwar Information Bulletin, published by the Postwar Information Exchange, Inc. The first four-page issue is available, and according to present plans, it will be printed monthly, at the annual rate of $1.

The bulletin will serve as a clearinghouse of the pooled information resources of the members of the Postwar Information Exchange. More than 40 research and educational agencies dealing with national and international postwar problems are represented in the exchange. The American Library Association is one, and its representative, Mrs Helen T. Steinbarger of Washington, D. C., serves as a director.

The bulletin will select and describe materials valuable for group study and will digest significant national and international material with ideas for study and discussion.

Orders may be placed with the Postwar Information Exchange, Inc., 8 West 40th street, New York 18, N. Y.

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EXTENSION CLASSES

City College of the College of the City of New York has inaugurated in branches of the New York Public Library a series of evening extension classes for adults. The program consists of courses for self-improvement, profitable use of leisure time, understanding the world scene, running a household, exploration of new vocations, refresher courses in mathematics and science and conversational courses in foreign languages.

The courses are for adults, not young people of college age, and no college credit will be given but City College will grant certificates to those who satisfactorily complete a course.

The program was set up through the cooperation of the board of higher education, the New York Public Library and the New York Adult Education Council.

A FEW CHRISTMAS BOOKS FOR CHILDREN

Christmas

Bible. New Testament. The great story; the story of Christ's life; from the Douay version of the Holy Bible. Harcourt. 1938. $1.75

The same title from the authorized King James version of the Bible. Harcourt. 1938. $1.75

Ford, Lauren, *illus.* Ageless story; with its antiphons. Dodd. 1939. $2

Petersham, M. F. & Petersham, Miska, *illus.* Christ child; as told by Matthew and Luke. Doubleday. 1931. $2

——— Jesus' story; a little New Testament; Bible text selected from King James version. Macmillan. 1942. $1.50

The same pictures are used with the text from the Douay version of the Bible to make *The story of Jesus.* Macmillan. 1944. $2

Raymond, Louise. Child's story of the nativity; illus. by Masha. Random House. 1943. $1.50

Christmas Carols

Bertail, Inez, *comp.* A child's book of Christmas carols; illus. by Masha. Random House. 1942. $1.50

Graham, Mary. The book of Christmas carols; illus. by Pelagie Doann. Grosset. 1938. 50c

Noble, T. T., *comp.* Round of carols; music arranged by T. T. Noble; illus. by Helen Sewell. Oxford Univ. Press. 1935. $2

Pauli, H. E. Silent night; the story of a song. Knopf. 1943. $2

Wheeler, Opal. Sing for Christmas; a round of Christmas carols and stories of the carols; illus. by Gustaf Tenggren. Dutton. 1943. $2.50

Christmas Customs

Daglish, Alice, & Rhys, Ernest, *comps.* Christmas holiday book. Dutton. 1934. $3

Gardner, H. J. Let's celebrate Christmas; parties, plays, legends, carols, poetry, stories. A. S. Barnes. 1940. $2.50

Sechrist, E. H., *comp.* Christmas everywhere; a book of Christmas customs from many lands; rev. & enl. ed. Macrae Smith. 1936. $2

Well Known Christmas Stories

Alden, R. M. Why the chimes rang; and other stories. Bobbs. 1908. $1.50 (4–6)

Crothers, S. M. Miss Muffet's Christmas party. Houghton. 1929. $1.50 (4–6)

Dickens, Charles. Christmas carol in prose; illus. by C. E. Brock. Dutton. $1.50; illus. by Arthur Rackham. Lippincott. $1; illus. by F. D. Bedford. Macmillan. $1; illus. by Philip Reed. Holiday. 1940. $2 (7–9)

Sawyer, Ruth. Toño Antonio. Viking. 1934. $1.75 (5–7)

Van Dyke, Henry. Story of the other wise man. Harper. 75c (6–9)

Wiggin, K. D. S. Birds' Christmas Carol; illus. by Jessie Gillespie. Houghton. 1941. $2 (4–6) (Memorial ed.)

Collections of Christmas Stories

Dalgliesh, Alice, *comp.* Christmas, a book of stories old and new. Scribner. 1934. $2

Dickinson, A. D. & Skinner, A. M., *eds.* Children's book of Christmas stories. Doubleday. 1913. $2

Harper, Wilhelmina, *comp.* Merry Christmas to you! stories for Christmas. Dutton. 1935. $2

Smith, E. S. & Hazeltine, A. I., *comps.* Christmas in legend and story. Lothrop. 1915. $2

1944 Christmas Books

Eaton, A. T., *ed.* Animals' Christmas. Viking. 1944. $2.50

Poems, legends, and other stories that connect animals with Christmas.

Milhous, Katherine. First Christmas crib. Scribner. 1944. $1.25

Sawyer, Ruth. Christmas Anna angel. Viking. 1944. $2.50

RECENT CHILDREN'S BOOKS HELPFUL IN THE ELEMENTARY SOCIAL STUDIES PROGRAM

TITLES SUGGESTED BY THE BUREAU OF CURRICULUM DEVELOPMENT, DIVISION OF ELEMENTARY EDUCATION, AND THE SCHOOL LIBRARY SUPERVISORS OF THE STATE EDUCATION DEPARTMENT

This brief list of books for children includes recently published stories which are both attractive and interesting to boys and girls and useful in supplying information and providing background for the social studies program suggested for elementary schools.

While an effort has been made to group the books under the headings which indicate their greatest usefulness for the social studies program — Neighborhood Studies, Community Studies and Environmental Regions — several titles in the list can be related both to community studies and to the study of environmental regions. Similarly, certain other books in these groups may be read to children in grades 1 and 2. The pictures — the photographs and the colored illustrations —should be used in any grade where their subject matter will make them valuable.

Neighborhood Studies

Becker, Charlotte. Hello Judy! Scribner. 1941. 75c (K–1)

——— Judy's farm visit. Scribner. 1942. 75c (1–2)

Another attractive book about Judy. In this the pictures and the story present the baby animals enjoyed during a spring day at the farm.

Brock, E. L. Mr Wren's house. Knopf. 1944. $1.25 (1–3)

How Mr and Mrs Wren built a nest for their family.

Brown, M. W. Baby animals. Random House. 1941. 50c (K–3)

Familiar animals in their characteristic activities. The simple, colored pictures are excellent for very young children.

——— A child's good night book. W. R. Scott. 1943. $1 (K–2)

How animals, birds and children prepare for the night.

Burton, V. L. The little house. Houghton. 1942. $1.75 (1–4)

When the city crowded in on the little house, it was moved to the country so that its owners could enjoy it as their forebears had.

Flack, Marjorie. The new pet. Doubleday. 1943. $1.50 (2–3)

To Judy and Dick who wanted a pet, their new baby brother was in turn a surprise, a disappointment and a delight.

Garrett, Helen. Angelo, the naughty one. Viking. 1944. $2

Angelo ran away to avoid a bath, but his happy experience with the soldiers taught him some of the values of cleanliness. A gay, colorful, quick-moving tale of family life in Mexico which will delight children.

Green, M. McB. Everybody has a house. W. R. Scott. 1944. $1 (K–2)

Including the bird and the squirrel and the mouse and the pig and the snail and the children.

Hawkins, Quail. A puppy for keeps. Holiday house. 1943. $1 (1–2)

How David got his puppy.

——— Who wants an apple. Holiday House. 1942. $1

Apple and her family move to the country. Text simple but satisfying action. Specific details and incidents to hold beginning readers.

Hill, M. B. A day with Mopsy. Stokes. 1941. $1 (1–2)

How Sally and her dog Mopsy spend the first day of their summer vacation at Grandfather's farm.

Kingman, Lee. Pierre Pidgeon. Houghton. 1943. $2 (K–3)

The adventures of Pierre, a boy who lived on the Gaspé peninsula, with emphasis on the experiences which lead to his acquiring a much-desired ship model in a glass bottle.

Lawson, Robert. They were strong and good. Viking. 1940. $1.50

The parents and grandparents of Americans, people from many lands with a great diversity of ability, background and interest, have had the elements of character — goodness and industry — which have made America strong. Beautiful illustrations. A book for teachers to use with children.

Lenski, Lois. Davy's day. Oxford Univ. Press. 1943. 75c (K–1)

From morning till night. Not unusual or original, but interesting to the very young.

McCullough, J. G. At our house. W. R. Scott. 1943. $1.25 (K–2)

Through black and white "silhouette like" illustrations and an easy text, the life of a city family from dawn till dark is presented.

Milius, Winifred. Here comes daddy. William Scott. 1944. $1 (K–2)

While Peter and his cat Finnigan watch for Daddy, they see all the people of the neighborhood, the delivery men, the truck drivers, and the cleaner as well as all the conveyances that make up city traffic.

Sayers, F. C. Tag-along Too loo. Viking. 1941. $1.50 (2–4)

Tallulah was Ann's five-year old sister who always wanted to do what the older girls did. They stopped calling her Tag-along when she led the group in seeing the circus.

A book to be read to little children, which will be read by those in grades 4 and 5.

Scott, Sally. Molly and the tool shed. Harcourt. 1943. $1.50 (1–3)

Because Molly, the baby lamb, was brought up by the Brown family and slept in the tool shed, she and her family kept on sleeping there when she became the leader of the flock.

Slobodkin, Louis. Magic Michael. Macmillan. 1944. $1.50 (2–3)

Four-year-old Michael was in turn a dog, a cow, a tiger, a snake, a stork, a crocodile, a pigeon, a kangaroo, a kitten and many other birds and beasts until he decided to be a boy — when his father brought him a bicycle. A book for children who are mentally fairly mature. Probably not for the average young child.

Weisgard, Leonard. Whose little bird am I? Crowell. 1944. $1 (1–2)

Not the eagles', nor the sea gulls', nor the sparrows', nor the pigeons', but the storks'. Pictures of baby birds and their mothers which make birds and bird watching very interesting.

Whitehead, Roberta. Five and ten. Houghton. 1943. 85c (K–2)

Shopping and choosing at the "Five and ten."

Wynkoop, M. L. Mac goes to school. Doubleday. 1942. $1 (1–2)

Excellent photographs of children at school.

Community Studies

Albee, William. Kanguk; a boy of Bering strait as told to William Albee. Little. 1939. $2 (4–6)

Alger, Leclaire. Golden summer. Harper. 1942. $2 (4–6)

A small Slovak village.

Arason, Steingrimur. Smoky Bay. Macmillan. 1942. $2 (4–7)

Eyri and Reykjavik — two Icelandic towns.

Bailey, C. S. Country-stop. Viking. 1942. $2 (3–5)

A year in Hillsborough, New Hampshire, with nine-year-old Ann, her father, her mother, and her Great-granny Brown.

Dalgliesh, Alice. The little angel; a story of Old Rio. Scribner. 1943. $2

Family life in Rio at the time of the independence of Brazil.

Davis, L. R. Round Robin. Scribner. 1943. $1.50 (3–5)

How the four Farrell children learned to know and enjoy their baby brother Robin during the first year of his life. Village life. Teachers of grades 2 and 3 may wish to read this story to the children of their classes.

DeAngeli, M. L. Elin's Amerika. Doubleday. 1941. $2 (4–6)

New Sweden — Delaware.

——— Yonie Wondernose. Doubleday. 1944. $2 (4–6)

Yonie and the other members of his Pennsylvania Dutch family on a farm in Lancaster county.

Durfee, Burr, & others. Mateo and Lolita. Houghton. 1939. $1.25; school ed. 92c (3–5)

A rural Mexican village near Xochimilco.

Enright, Elizabeth. The Saturdays. Farrar. 1941. $1.75 (4–7)

New York City.

Evatt, Harriet. Suzette's family. Babbs. 1941. $1.50 (4–6)

Isle of Orleans, near Quebec.

Eyre, K. W. Susan's safe harbor. Oxford Univ. Press. 1942. $1.75 (4–6)

Fisherman's Wharf in San Francisco.

Flack, Marjorie, & Larsson, Karl. Pedro. Macmillan. 1940. $2 (3–5)

Flexner, Hortense. Wishing window. Stokes. 1942. $1.50 (3–5)

A French village in wartime.

Garrett, Helen. Jobie. Messner. 1942. $2 (3–5)

Jobie's farm home, three miles from a village.

Goetz, Delia. Panchita, a little girl of Guatemala. Harcourt. 1941. $2 (3–5)

An Indian village in the mountains of Guatemala.

Hader, Berta, & Hader, Elmer. Little town. Macmillan. 1941. $2 (3–4)

Community life.

Haywood, Carolyn. Back to school with Betsy. Harcourt. 1943. $2 (2–4)

Betsy and Billy and their friends of the third grade.

Johnson, S. J. New town in Texas. Longmans. 1942. $2.25 (4–6)

Making a new community — Denison City, Texas, with the Thompsons and the Stovers.

Jordan, Mildred. The shoo-fly pie. Knopf. 1944. $2 (4–6)

Debby and her family on a Pennsylvania Dutch farm.

Judson, C. I. People who work in the country and in the city. Rand. 1943. $2

Country life and city life — with emphasis on country and city work and workers.

——— They came from France. Houghton. 1943. $2 (5–7)

——— They came from Sweden. Houghton. 1942. $2 (5–7)

Homesteading in Wisconsin and in Minnesota.

Lenski, Lois. Bayou Suzette. Stokes. 1943. $2 (5–7)

Lovelace, M. H. Down town; a Betsy-Tacy story. Crowell. 1943. $2 (4–6)

The adventures of Betsy, Tacy and Tib as they explore their village.

McCloskey, Robert. Homer Price. Viking. 1943. $2 (4–7)

High points of life in Centerburg with all the humor that the pictures and the six amazing lively stories can give.

Machetanz, Frederick. On Arctic ice. Scribner. 1940. $1.50 (4–5)

Useful for regional study as well as for the understanding of an Alaskan village.

——— Panuck; Eskimo sled dog. Scribner. 1939. $1.50 (4–5)

Andy trained Panuch to lead his team. Alaskan Eskimo life, with pictures which grades 5 and 6 will also want for studying the region.

North, Sterling. Midnight and Jeremiah. Winston. 1943. $2 (4–6)

Life in Cat Hollow, with the adventures caused by Jerry's mischievous black lamb Midnight.

Pollock, K. G. Sandalio goes to town. Scribner. 1942. $1.75 (5–7)

Present-day Chile. Sandalio's home village and his trip to Valparaiso — to sell a cow and a calf.

——— Sly Mongoose. Scribner. 1943. $1.75 (4–6)

Sombro wanted a puppy and wanted to name it Sly Mongoose. Trinidad.

Seidlin, Oskar, & Rypins, Senta. Green wagons. Houghton. 1943. $2 (5–7)

The Pedroni Theatrical Troupe in Waldau, Switzerland.

Simon, C. M. Lonnie's landing. Dutton. 1942. $2 (4–6)

A pioneering community in Tennessee in 1838.

Sperry, Armstrong. Bamboo. Macmillan. 1944. $1 (3–5)

A Chinese village on the Yantze river.

Tarshis, E. K. The village that learned to read. Houghton. 1941. $2 (4–7)

Undset, Sigrid. Happy times in Norway. Knopf. 1942. $2 (7–9)

Van Stockum, Hilda. Andries. Viking. 1942. $2 (4–6)

The village of Lisse, Holland.

Ward, M. B. Boat children of Canton. McKay. 1944. $2 (3–5)

Wilder, L. I. Little town on the prairie. Harper. 1941. $2 (6–9)

Life in the Dakota territory; summers on the homestead, winters in the prairie town.

Wood, Esther. Pedro's coconut skates. Longmans. 1938. $1.50 (4–5)

——— Silk and Satin lane. Longmans. 1939. $1.50 (4–5)

A Chinese canal village.

Environmental Regions

Bailey, Bernardine. Pictured geography; Peru in story and pictures. A. Whitman. 1942. 50c

Barnouw, A. J. The land of William of Orange. Lippincott. 1944. $2 (4–9)

The Netherlands.

Bragdon, L. J. The land of Joan of Arc. Stokes. 1939. $1.50 (5–7)

France.

Bragdon, L. J. The land of William Tell. Stokes. 1938. $1.50 (5–7)
Switzerland.

Busoni, Rafaello. Somi builds a church; a story from Lapland. Viking. 1943. $2 (5–6)

DeJong, Dola. The level land. Scribner. 1943. $1.75 (5–7)
Holland.

DeLeeuw, Cateau. The Dutch East Indies and the Philippines. Holiday House. 1943. $1 (5–8)

Desmond, A. C. Jorge's journey; a story of the coffee country of Brazil. Macmillan. 1942. $1.75 (5–7)

Dyett, J. G. From sea to shining sea. Oxford Univ. Press. 1943. $2.50 (4–9)
The United States today.

Fenton, C. L. & Fenton, M. A. The land we live on. Doubleday. 1944. $2.50 (4–7)
The United States.

Follette, H. T. Ocean outposts. Scribner. 1942. $2 (6–8)
Islands in the Pacific ocean.

Henius, Frank. Songs and games of the Americas. Scribner. 1943. $2 (3–8)

Hogarth, G. A. Australia: the island continent. Houghton. 1943. $2 (5–8)

Molloy, Anne. Coast guard to Greenland. Houghton. 1942. $2 (4–6)

Montgomery, Doris. The Gaspé coast in focus. Dutton. 1940. $3

Neilson, F. F. Mocha the djuka. Dutton. 1943. $2 (5–7)
Dutch Guiana.

Palencia, Isabel de. Juan, son of the fishman. Longmans. 1941. $1.75 (4–6)
Spain.

Phelps, Margaret. Pico and the silver mountain. Macrae-Smith. 1942. $1.75 (4–6)

Shinn, A. V. Children of Hawaii. McKay. 1939. 50c (4–6)

Singh, R. L. & Lownsbery, Eloise. Gift of the forest. Longmans. 1942. $2.50 (5–8)
India.

Singmeister, Elsie. Work & sing; a collection of the songs that built America. W. R. Scott. 1944. $2.50 (4–8)

Stark, B. S. Chancho; a boy and his pig in Peru. Messner. 1944. $2

Stefansson, Evelyn. Here is Alaska. Scribner. 1943. $2.50 (5–9)

Still, D. S. Sue in Tibet. John Day. 1942. $2

Stinetorf, L. A. Children of North Africa. Lippincott. 1943. $2 (5–9)

Von Hagen, C. I. B. Pablo of Flower mountain. Nelson. 1942. $2 (4–6)
A mountain farm of Honduras.

Waldeck, T. J. On Safari. Viking. 1940. $2.50 (7–9)
Africa.

Writers' Program. The Spanish-American song and game book. Barnes. 1942. $2 (4–8)

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LIBRARIANS' HANDBOOK

To-day's Handbook for Librarians is the title of a publication of the American Library Association containing information sought of libraries.

It will help librarians answer such questions as:

Whom do I see about apprentice training?

Where can I get information on the veterans' organization?

Is there an agency that will help a person physically handicapped to get work?

The compiler, Mary A. Sweeney, is director of occupational guidance at the St Paul Public Library. She presents much specific information and lists the various agencies that offer definite help or from which further information can be obtained. The price is $1.

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SERVES QUARTER-CENTURY

Joseph R. Linney has completed 25 years of service as president of the board of education of the Lyon Mountain High School. In a letter of congratulation to Mr Linney, Assistant Commissioner Edwin R. Van Kleeck said: "Your quarter century of service is notable not merely because of length of time but because of the educational vision and leadership you have displayed."